



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.

Protest Laws

1. What were the main points of the BTN Protest Laws story?
2. Why did the SA government introduce the new protest laws?
3. How have protests in Australia helped make change? Give one example.
4. What is a 'disruptive protest'?
5. Do you think the new protest laws in South Australia are fair? Give reasons for your answer.

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

Aussie Earthquakes

1. Where in Australia was there recently an earthquake? Find on a map.
2. What are tectonic plates?
3. How do tectonic plates cause earthquakes?
4. Australia is right on the edge of a tectonic plate. True or false?
5. How many centimetres does the Australian Continental plate move each year?
 - a. 1.7 cm
 - b. 7 cm
 - c. 14 cm

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

Film Classification Changes

1. What do you know about our classification ratings? Discuss in pairs.
2. What changes are being made to the classification ratings?
 - a. The ratings will be renamed.
 - b. They will be more detailed.
 - c. They will stay on screen throughout the screening.
3. What is an example of a new classification warning?

EPISODE 15

6th June 2023

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.

4. Why are these warnings important?
5. Aside from TV, film and video games, what does the government want to introduce classification ratings for?

F1 in Schools

1. Where will the F1 in Schools World Finals be held this year?
2. Describe what the cars look like.
3. How many kilometres per hour can the cars reach?
4. How do the students make the car?
5. What is used to power the cars?

BTN 55th Anniversary

1. What year did BTN start?
2. BTN was the world's first news program for kids. True or false?
3. What is BTN's mission?
4. What happened to BTN in 2003?
5. What other programs does BTN make?



Teacher Resource

Protest Laws

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 were the main points of the BTN Protest Laws story?
2. Why did the SA government introduce the new protest laws?
3. How have protests in Australia helped make change? Give one example.
4. What is a 'disruptive protest'?
5. Do you think the new protest laws in South Australia are fair? Give reasons for your answer.

Activity: Class Discussion

Discuss the BTN Protest Laws story as a class. Create a class mind map with PROTESTS in the middle. Use the following questions to guide discussion: Ask students to record what they know about protests. What questions do they have? Brainstorm responses to the following questions:

- What is a protest?
- Why do people participate in them?
- What do you associate with the word 'protest'?
- Have you or someone you know been involved in a protest?
- What are some different ways people can protest?
- What famous protests have occurred in Australian history?
- How can young people get their voice heard about issues they care about?



What did you learn from the story?

What questions do you have about the story?

EPISODE 15

6th June 2023

KEY LEARNING

Students will develop an understanding of the history of protests in Australia and their impact.

CURRICULUM

Civics and Citizenship – Year 5

The key values that underpin Australia's democracy.

How people with shared beliefs and values work together to achieve a civic goal.

HASS – Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children.

Civics and Citizenship – Year 8

The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.

How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action.

Activity: Glossary

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

PROTEST	DEMOCRACY	DISRUPTION
FREEDOM OF SPEECH	CIVIL RIGHTS	PEACEFUL ASSEMBLY

Activity: Protests Research

Questions to research

Students will develop their own question/s to research about the history of protests and significant protests that have occurred in Australia. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What are some significant protests in Australia's history? Create a timeline showing the protests and what they achieved.
- What are some different types of protests? Find images that show the different types.
- How can protests bring about change in society?
- Create a Plus, Minus, Interesting chart about protests.
- How does social media play a role in protests and spreading awareness?
- Who are some famous Australian activists who have been involved in protests? Choose one and create a biography.
- How have protests changed over time? Think about methods or strategies used such as the emergence of social media.
- Do you think the new anti-protest laws being introduced in South Australia are fair/democratic? Give reasons for your answer.
- What changes or modifications would you make to the new protest laws? Briefly explain why you would change them.

Further investigation

Below are some key events/protest movements that have occurred in Australia's history. Students can choose one or another famous protest to explore in more detail and respond to the following questions:

- What were people protesting about?
- What methods or strategies were used in the protests?
- How did the protest/s play a role in achieving change in Australia?

[Eureka Stockade](#)

[Suffragette Movement](#)

[Wave Hill Walk-Off](#)

[Freedom Ride](#)

[Franklin Dam](#)

[The Tent Embassy](#)

[Vietnam War protests](#)

Activity: Visual Literacy

Below are images of famous protests that have happened in Australia. Students look at the image and then respond to the following questions:

- What are people protesting about in the image?
- Describe what is happening.
- How did the image make you feel?
- What question/s would you like to ask people in the image?
- Create a caption for each image.
- Research the impact that the protests had on making change or challenging existing ideas.



[Link to image](#)



[Link to image](#)



[Link to image](#)



[Link to image](#)

Activity: BTN Protest Stories

Watch these BTN videos to help students understand more about the history of protests in Australia.



[BTN Student Climate Protests](#)



[BTN Schools Strike 4 Climate](#)



[BTN Freedom Ride](#)



[BTN Wave Hill](#)



[BTN Equality Protest](#)



[BTN Eureka Stockade](#)

Useful Websites

- [New Protest Laws](#) – Newsbreak
- [Protest penalty changes pass upper house of SA parliament after marathon debate](#) – ABC News
- [Anti-conscription protest, 1968](#) – ABC Education



Teacher Resource

Aussie Earthquakes

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. Where in Australia was there recently an earthquake? Find on a map.
2. What are tectonic plates?
3. How do tectonic plates cause earthquakes?
4. Australia is right on the edge of a tectonic plate. True or false?
5. How many centimetres does the Australian Continental plate move each year?

Activity: What do you see, think and wonder?

After watching the Aussie Earthquakes story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

Activity: Class Discussion

After watching the BTN Aussie Earthquakes story, hold a class discussion using the following discussion starters.

- What is an earthquake?
- What causes earthquakes?
- What words would you use to describe earthquakes?
- Who studies earthquakes and why is it important to study them?
- What questions would you like to ask a scientist about earthquakes?



EPISODE 15

6th June 2023

KEY LEARNING

Students will learn more about the history and the cause of earthquakes in Australia.

CURRICULUM

Science – Year 5 & 6

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

Science – Year 6

Sudden geological changes and extreme weather events can affect Earth's surface.

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

Science – Year 7

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

Geography – Year 7

Causes, impacts and responses to an atmospheric or hydrological hazard.

Talking about earthquakes may be upsetting for some children and may cause some discomfort, distress and/or anxiety. [BTN](#) has a short video about the Important Things to Remember about Upsetting News.

IMPORTANT THINGS TO REMEMBER ABOUT
UPSETTING NEWS

Activity: Glossary

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

SEISMIC	FAULT LINE	TECTONIC PLATES
EPICENTRE	MAGNITUDE	EARTH'S CRUST

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 Aussie Earthquakes story and highlight all the words that relate to earthquakes. Add the following words to the glossary to expand students' knowledge on the topic: aftershock, Richter scale, seismologist, seismograph, subduction zone.
- What is the difference between an earthquake and an aftershock?
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

Activity: Research Project

After watching and discussing the BTN story, what questions do students have and 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.

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

Act like a seismologist

Students will start to think like scientists and develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

- What is an earthquake? Why do they happen?
- Why do we get earthquakes in Australia?
- What are Australia's worst earthquakes? Use a timeline to highlight your findings. Choose one to explore in more detail.

- How do tectonic plates cause earthquakes? How many tectonic plates make up Australia?
- How do we measure earthquakes? Investigate who invented the seismograph and when.
- What are the impacts of earthquakes?

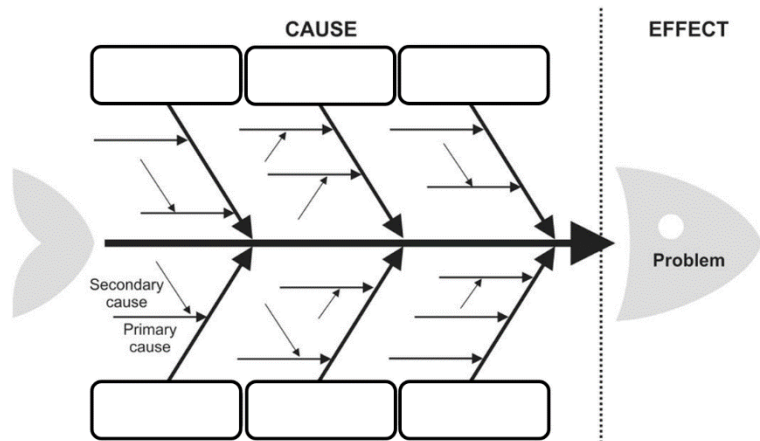
Activity: Cause and Effect

This cause and effect diagram (also known as a fishbone diagram) is a useful tool which can help students identify causes for an effect or problem. The tool can be used during brainstorming sessions to record student's ideas. The tool also helps to sort student's ideas into useful categories.

Materials: Flipchart and marker or whiteboard.

Categories: As a class brainstorm the major categories of causes of the problem. Useful categories for a Fishbone diagram about 'Earthquakes' could include:

- People
- Environment/Earth
- Infrastructure
- Roads
- Businesses
- Animals



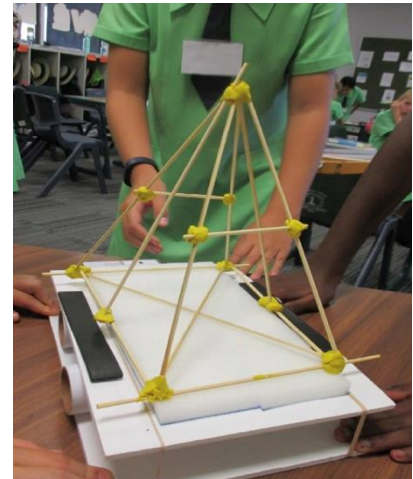
Effects: In small groups, students will then brainstorm the effects that earthquakes can have on these categories. Students can search for news articles and other publications to help with their research.

Solutions:

How can we protect our community from earthquakes? Visit the [Victoria State Emergency Service](https://www.vic.gov.au/victoria-state-emergency-service) website to learn more about what communities can do to stay safe during an earthquake. Research what some of the design features are of an earthquake-proof building.

Activity: Design and Create

Visit the Queensland University of Technology (QUT) for a hands-on [Earthquake Activity](#) for your students. Students will apply their previous knowledge about earthquakes to construct a building that can withstand damage from earthquakes. Students will use the engineering design process to build their own structures with toothpicks and plasticine.



Source: [QUT Earthquake](#)

Activity: Write a feature story

Students will imagine they are a reporter at the scene of the recent earthquake in Melbourne. Students will give a factual account of what happened and write a report on the news story which answers the 5 W's – Who, What, Where, When and Why? Alternatively, students will write a report about the [1989 Newcastle Earthquake](#).

Visit BTN's [Rookie Reporter Training](#) and [Becoming a Journalist](#) to learn more about how to make a news story.



[Rookie Reporter Training](#)



[Becoming a journalist](#)

Useful Websites

- [Melbourne's biggest earthquake in 120 years](#) – BTN Newsbreak
- [The Science of Earthquakes](#) – BTN High
- [Earthquakes: what are they and what causes them?](#) – Newsround
- [Why are earthquakes so hard to predict?](#) – TedED
- [Recent Earthquakes](#) – Geoscience Australia
- [Earthquake](#) – Geoscience Australia (Education)



Teacher Resource

BTN Transcript: Episode 15- 6/6/2023

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for tuning in again. Here's what's coming up on today's show. Why we don't get many earthquakes in Australia, meet the F1 in Schools team who are going to Singapore and celebrating 55 years of BTN. All that soon.

Protest Laws

Reporter: Michelle Wakim

INTRO: But first up, South Australia's protest laws are changing. The state governments introduced much harsher penalties for things like blocking roads or obstructing businesses. But there are a lot of people who don't support the changes. Michelle explains why.

PROTESTERS: Our streets.

PROTESTERS: Down with this bill.

PROTESTERS: This is what democracy looks like.

MICHELLE, REPORTER: All these protesters, are protesting for protests.

They're out in big numbers because the South Australian government has passed a new law allowing harsher penalties to be handed out to anyone who intentionally obstructs a public place. The fine for this used to be \$750 but will now be up to \$50,000 or three months in jail. While South Australia's new law has the most severe fine in the country, there are similar laws in a lot of places around Australia.

MICHELLE: So, what's the problem? Well, a whole lot of people from different organisations, and even some politicians, are afraid that the laws could get in the way of people protesting peacefully.

PROTESTERS: Extinction. Rebellion.

This all started a few weeks ago with a wave of protests across Adelaide by the group Extinction Rebellion who were demonstrating against an oil and gas industry conference nearby. It included a protestor who abseiled down a bridge and caused a massive traffic jam. The South Australian government wasn't impressed.

PETER MALINAUSKAS, PREMIER OF SOUTH AUSTRALIA: What we are doing is making sure that people who hang themselves upside down off of bridges, or completely shut down our city, with no reference to due process or the rights of others, can be held to account.

MICHELLE: Australia is a democracy and, by law, Australians have the right to peaceful assembly and peaceful protest.

DR SARAH MOULDS, UNIVERSITY OF SOUTH AUSTRALIA: I think we need a way to be able to express ourselves and say 'hey, I care about this issue a lot' and I think we should always do that in that balanced way. We should always think about the impact of our actions on others.

Protests helped women win the right to vote and stand for parliament. They helped Indigenous Australians to finally be counted as part of the population. The first Mardi Gras protest led to the de-criminalisation of homosexuality in New South Wales, and the Franklin Blockade is said to have kicked off the modern environmental movement. And even your right to work no more than eight hours a day, was a result of a protest.

MICHELLE: But many successful protests have something else in common. They caused a little bit of disruption.

PROTESTER: So-called "disruptive" protests are a reflection of our desperation and the urgency of the issues that we face. When governments fail to take meaningful action, we are left with no choice but to stick up for ourselves.

DR SARAH MOULDS, UNIVERSITY OF SOUTH AUSTRALIA: I think if we look back on history, the role of disruption in protests is critically important. That's what happened with suffragettes. That's what happened with Vietnam War. That's what happened with workers' rights in the past, and that's what we're seeing happening with climate.

MICHELLE: But not everyone agrees that's the way to go.

STUDENT: Protests can definitely go too far, like the lady on the bridge. I saw that and I was stuck in traffic for a bit couldn't get to school. Like, you have a right to protest, but then there's a line that you can't cross, like, and she crossed the line there.

STUDENT: It depends on what they'll count as disruption. You know, like when they get sent to jail over something where they were just trying to do what they believed was right.

STUDENT: I think when they turn violent, or sometimes when they can cause like other people to feel uncomfortable or unsafe, then it kind of becomes not as much of an effective protest.

DR SARAH MOULDS, UNIVERSITY OF SOUTH AUSTRALIA: If they cause a risk of harm to other people, then I think that does go over the line. Our police and emergency services, they have a responsibility to keep people safe, and they have to be able to have the powers to do that and respond if people are putting others at risk. So, I absolutely think there's a place for laws. But we definitely can make a law that still enables people to peacefully express themselves. I think that's really important and would be the right balance.

STUDENT: I mean, protests have been how change has been made all through history. So, like, having protests now is always a good thing.

STUDENT: Yeah, I've been involved in a couple, BLM protests. Yeah, 'cause that's something I'm passionate about. I think everyone should have equal rights.

STUDENT: Sometimes a topic can be like slid under a rug, and unless it's gets like, loud, you know, unless people put it out there some people don't actually hear or understand the severity of it.

News Quiz

Western Australia is about to have a new premier. Who is it? It's Labor's Roger Cook. He takes over from Mark McGowan, who's led the state since 2017 but announced last week he's retiring from politics.

MARK MCGOWAN, FORMER WA PREMIER: The proof is I'm tired, extremely tired, in fact, I'm exhausted. The role of political leadership doesn't stop, it's relentless.

Heading to Campbelltown in New South Wales, where residents have started locking their bins. Why? It's to keep out cockatoos. Yep, the cheeky birds have been going through bins, so these special locks have been installed as part of a 12 month program. But bird experts aren't convinced they'll work saying the cockatoos will eventually be able to outsmart them too.

This video of a bear in the US went viral after it was seen entering a garage and snacking on something. What was it? Honey, dog food or cupcakes? Yep, it was cupcakes. The hungry black bear barged into the garage of a bakery and helped itself to 60 baked goods. Yep, 60. Employees got a scare but everyone including the bear walked away safely. Maybe though with a tummy ache? I don't know how the digestive systems of bears' work.

Aussie Earthquakes

Reporter: Lyeba Khan

INTRO: Now, if you're in Melbourne, you probably felt that magnitude 4 earthquake recently. It was the city's biggest earthquake in 120 years. We don't get a lot of earthquakes in Australia at least not many that cause serious damage. So, let's find out why and what happens when they do hit us.

MELBURNIAN 1: Oh my gosh.

When a magnitude 4 earthquake hit the city of Melbourne, residents were rattled.

MELBURNIAN 2: Everyone's awake. They got shook up.

MELBURNIAN 3: It was very scary. I've never experienced anything in my life like it.

Well, some of them.

MELBURNIAN 4: I didn't hear anything. Didn't feel anything.

MELBURNIAN 5: My husband didn't even hear a thing; he was sleeping beside me.

The earthquake wasn't actually that bad. A few cracks appeared in buildings, and no one was hurt.

But for Melbourne, it was a big one.

ADAM PASCALE, CHIEF SCIENTIST, SEISMOLOGY RESEARCH CENTRE: So, in the Melbourne metropolitan area, this is the largest earthquake that's happened since 1902.

LYEBA: We don't get a lot of noticeable earthquakes in Australia. But why?

Well, it's all about location. The earth's crust is made up of massive slabs of rock that sort of fit together like a jigsaw puzzle. They're known as tectonic plates. They float on a layer of molten rock and typically move just a few centimetres a year. The plates move in different directions, moving away from one another, sliding past and sometimes colliding. This creates vibrations felt as earthquakes. That's why most earthquakes happen where the edges of tectonic plates meet. It's also where we get many volcanoes as well. Because Australia is right in the centre of a tectonic plate, we don't get a lot of big earthquakes.

LYEBA: But they do still happen. In fact, the Australian Continental Plate is the fastest moving tectonic plate, at almost 7 centimetres a year.

It's been pushing into both the Eurasian and Pacific plates, which creates stress in the middle of the plate. And when that pressure's released, it's known as an 'intraplate earthquake'. Australia has experienced some deadly ones. In 1989, a magnitude 5.7 earthquake shook the city of Newcastle in New South Wales. The quake killed 13 people, injured 160 more and caused widespread damage. It didn't take long before the Australian Building Code was changed to make sure future buildings would be safer if something like it happened again.

LYEBA: So, how worried should we be about earthquakes? Well luckily, destructive ones are quite rare in Australia. We actually experience hundreds of earthquakes every year, but we don't feel most of them.

Which is why, when we do, it feels like a big deal.

ADAM PASCALE, CHIEF SCIENTIST, SEISMOLOGY RESEARCH CENTRE: The advice that we give to people is, to drop, cover and hold on. Which means to get down, get under something sturdy like a table and hold on 'til the strong shaking stops.

Film Classification Changes

Reporter: Jack Evans

INTRO: Australia's media classification system is changing in a big way. Content warnings are now going to be more detailed after a survey found Aussies want to be better informed about what they're watching. Here's Jack.

If you've ever watched a film or a tv show or played a video game. Then you've probably noticed a little warning that appears beforehand. They're called classification ratings and they're really important because they let us know what's appropriate for different people to watch.

JACK: Like G, which stands for Gee, what a great film, everyone should be watching this.

Ah, that's not quite right.

JACK: Oh, well, what about M, which stands for, Mmm, not sure about that one?

That's also incorrect.

JACK: Oh, well does that mean that MA 15+ doesn't stand for "Ma, can I watch this with 15 or more of my friends?"

No, it doesn't.

JACK: Oh.

By law, films, computer games and some publications have to be classified before we're allowed to see them. They're based on how appropriate something is for different ages as well as the content that's in it. Ratings range from G, which means General for all audiences right through to R18+, which is restricted to adults only. The ratings also consider the level of impact on the audience; things like violence, language, and themes that may be distressing or disturbing. These classifications haven't changed much since the 90s. But now the ones used to classify films are gonna start looking a little different.

Recently, the Department of Infrastructure, Transport, Regional Development, Communications and the Arts, which includes the people who look after classifications, introduced warnings that are a bit more detailed. It comes after a survey of around 2,000 Aussies who mostly agreed the ratings need to be

upgraded and that the consumer advice should be more specific and not just cover the most impactful content that you're watching.

JACK: For example, this film would now come with a warning to audiences that it features a rather jazzy dance move and someone doing a terrible British accent

Ah, actually none of those things need to be included as a warning.

JACK: Oh, but then how would people know about the jazzy dance move?

Well, they won't.

JACK: Oh.

The changes are about giving people all of the reasons as to why a film has been given a certain rating. So, for example, the upcoming *The Flash* movie is rated M because the impact from certain themes, violence and language is moderate. In the past that's all that would be displayed in the consumer advice. But now it'll also include a warning of the things in the film that could have a very mild or mild impact. The changes will also include stronger warnings for when a film features mental health issues and things like bullying, which can be upsetting for some people to watch.

The government says these sorts of warnings are really important because they help people to know exactly what they can expect to see before they watch something, and it helps adults decide whether or not something is appropriate for kids to be watching. Speaking of which, the survey also found that people would like to see similar classifications and warnings applied to social media and online platforms like TikTok and YouTube.

JACK: But that's really a whole other can of worms and I don't want to open a can of worms.

While that comes with its own very complicated set of challenges, when it comes to movies, for now at least, we can expect to get a better picture of what's in store for us.

JACK: Well that's persons doing quite the jazzy dance. Well, a warning would have been nice.

F1 in Schools

Reporter: Michelle Wakim

INTRO: Six Aussie teams are preparing for the F1 in Schools World Finals in Singapore later this year. It's an international STEM competition for students where groups have to design and build a mini car. Michelle caught up with a team in Adelaide to see what they're up to.

Competitors. Start your engines, or your carbon dioxide powered vehicles. These students make up team Propulsion who are heading to Singapore for the F1 in Schools world champs.

JULIANA: So, F1 in Schools is our biggest international STEM competition, and we are making small Co2 powered miniature cars like this one. And our aim is to get the fastest car with the best aerodynamics.

AJ: Across the 20 metres, your car can pretty much reach up to really up to 80-85 kays an hour. So, it gets pretty fast. So, we got around the 1.1. second mark, which is, it's pretty fast.

MICHELLE: 20 metres in 1.1 seconds?

AJ: 20 metres in 1.1 seconds, yeah. So that's, that's 80 kilometres an hour, pretty much.

MICHELLE: Wow, speedy.

And like Juliana says, these guys build the cars they race. So, let's see how they make these speed machines.

KUNAL: The way we make it is on this online program right here and this is basically a way for us to bring creativity into real life. If I can just show you an example, let's say if I wanted to, for example, make like a cool little cube. We can bring that to 3D.

MICHELLE: Oh, yeah, look at that. A few clicks and you've got a whole 3D shape. So, how do you take things from this program and create something like this?

KUNAL: We start off with a block, like this one and we basically get a drill. It's like a machine, which automatically drills out where we want it to. So, we also write that in here. Leaving behind something like this.

MICHELLE: Oh, okay.

KUNAL: So, basically, that would get turned into like a car like that.

MICHELLE: What do you use to power the cars?

HOORAD: So, we use these carbon dioxide canisters, which many of people may have seen making sparkling water and stuff. So yeah, actually, we use that for our cars as well. So, we put them at the back, and it is launched at the start of the track.

MICHELLE: Oh, wow.

HOORAD: There is a tiny pin that burst it, and it flies along the track with the initial thrust.

MICHELLE: Nice, very cool.

So, Samuels, what is this machine?

SAMUELS: This is the 3D printer, and we use this to create parts of our car like this, the front wing and our axle systems.

MICHELLE: Cool. And how does it work?

SAMUELS: Well, it works by using a filament, it kind of acts like hot glue. We print it out in layers, and it stacks up to create this 3D object we use.

So, we've found out a bit about how to make the car, what about racing them?

MICHELLE: The best strategy for winning any race is to get a good start and for this race, in particular, reaction time is super important. Now, Kunal here is known for having a very quick reaction time.

KUNAL: Around 0.16-ish.

MICHELLE: Okay. Very speedy, very speedy. I'm going to see if I can take him on. Oh my gosh. 0.15. You sold yourself short.

KUNAL: Yeah.

MICHELLE: 0.279.

Clearly, I'm not great at this, so, best leave it up to the professionals.

KUNAL: I dibs lane one.

AJ: Well, I dibs lane 2.

MICHELLE: When it comes to winning, well, you've seen Kunal and what he can do. And honestly, I'm very confident that we can win this.

Sport

First up, there's been soccer final after soccer final this weekend. Here in Australia the Central Coast Mariners took home the A-League men's trophy after smashing Melbourne City 6 to 1. It's the second time the club has ever won a grand final which was helped along by a hat-trick from Jason Cummings.

Over in the UK, Manchester City beat Manchester United 2 to 1 to take out the FA Cup Final putting them on track to take out the treble after winning the Premier League title last month and playing in the Champions League final on Saturday. Meanwhile in the Women's Champions League Barcelona came out on top after beating Wolfsburg 3 to 2.

Now, over to the French Open where Novak Djokovic has demolished Juan Pablo Varillas in straight sets. He's reached the men's quarterfinals for the 17th time which means he's now snatched the record from Rafael Nadal.

Finally, to Boston in the US where the Red Bull Cliff Diving World Series has just gotten off to a smashing start. Aussie Rhiannan Iffland took centre stage in the women's competition. She's now sitting in first place with fellow Aussie Xantheia Pennisi coming in third. Meanwhile Romania's Constantin Popovici is sitting at the top of the men's ladder. Woah, that's pretty high up.

Breakdancing

Reporter: Thomas Midena

INTRO: Aussie break dancers are getting ready for next year's Olympics. The sport is making its debut in Paris. But they're facing a few challenges getting there. Here's Thomas to tell you more.

These Aussie break-dancers have their sights set on Paris 2024.

FAUNTINE 'FONTZ' LARIBA, B-GIRL: I think the Olympics is a really great step in recognising breaking as a professional sport art.

DR RACHAEL 'RAYGUNN' GUNN: I think many people just think it's like doing the robot or the worm at a party and anyone can be a breaker.

The sport will be making its debut at the Games next year. But for these breakers, the road is looking pretty rocky. You see, to be able to qualify for the Olympics they need to hold a qualifying event for the Oceania region. But that'll cost about \$200,000 and they've got no funding to make it happen.

DR RACHAEL 'RAYGUNN' GUNN: And if we don't have a qualifiers, there's a good chance that no one from this region will represent at the Paris Olympics.

They say they'd be devastated to miss out on such a massive opportunity and want Australia to show breakdancing the same respect, recognition, and funding that other sports get.

DR RACHAEL 'RAYGUNN' GUNN: It would be great if we got some more support from the Australian Olympic Committee and from a whole range of sporting institutions and businesses.

So, hopefully these breakers will catch a break soon.

BTN 55th Anniversary

Reporter: Jack Evans

AMELIA: Well, before we go today. Ah, come in?

JACK: Amelia, you can't end the show yet.

AMELIA: Oh no, I wasn't going to.

JACK: No, no, no, you can't because we've got a very special birthday to celebrate.

AMELIA: Yes, I know, I was about to tell everyone that it's.

JACK: It's BTN's 55th birthday.

AMELIA: Yup. So, let's find out more about the 55 year history of Behind the News. Check it out.

JACK: Don't drop the cake.

On the 5th of June 1968, Aussie kids around the country tuned in for the first time to watch Behind the News.

JACK, REPORTER: Okay, so it was called Current Affairs when it first aired, but that quickly changed.

MICHELLE: Behind the News, or BTN as it's affectionately referred to as was actually the world's first news program for kids, that we know of anyway. And since its creation similar programs have popped up right around the world. But enough about them, back to BTN.

AMELIA: In its 55-year history the show has changed quite a bit. But one thing that hasn't changed is BTN's mission and that's to inform and educate kids about the news in an easy to understand and entertaining way.

JOSH: Oh, well, except for in 2003.

LYEBA: What happened in 2003?

JOE: Well, it got the chop because of funding cuts at the time.

LYEBA: Oh.

JOSH: And that was the end of BTN.

CALE: Just kidding. Who could imagine a world without BTN? These guys certainly couldn't, and um, neither could these guys. Roll the protests.

KIDS PROTESTING: Save BTN, save BTN.

CALE: Right around the country teachers and kids made it very clear they wanted BTN back and in 2005 that's what happened.

JUSTINA: Today, BTN is one of the oldest national programs on the ABC that's made right here in Adelaide.

ALEX: It continues to provide a platform for kids to share their stories.

NAT: And is still watched by kids right across the country every week.

THOMAS: And every weeknight with our daily bulletin BTN Newsbreak.

JUSTINA: And if that wasn't enough, we're now making our way into high schools with BTN High.

Closer

AMELIA: Oh, thanks for hanging out with us today and for the past 55 years. You are a huge part of what makes BTN, BTN. From the stories you help us tell, to the experiences you share and, most importantly, continuing to watch us every week. So, thank you. I'll make sure to have a slice of cake just for you. Have the best week and I'll see you soon. Bye.

JACK: Bye.

AMELIA: Ooh, yummy.

JACK: Can we have the cake now?

AMELIA: Where are the plates? Nice, hey.